



School Comprehensive Education Plan 2026-2027

District	School Name	Grades Served
Liberty Central School District	Liberty Middle School	5-8

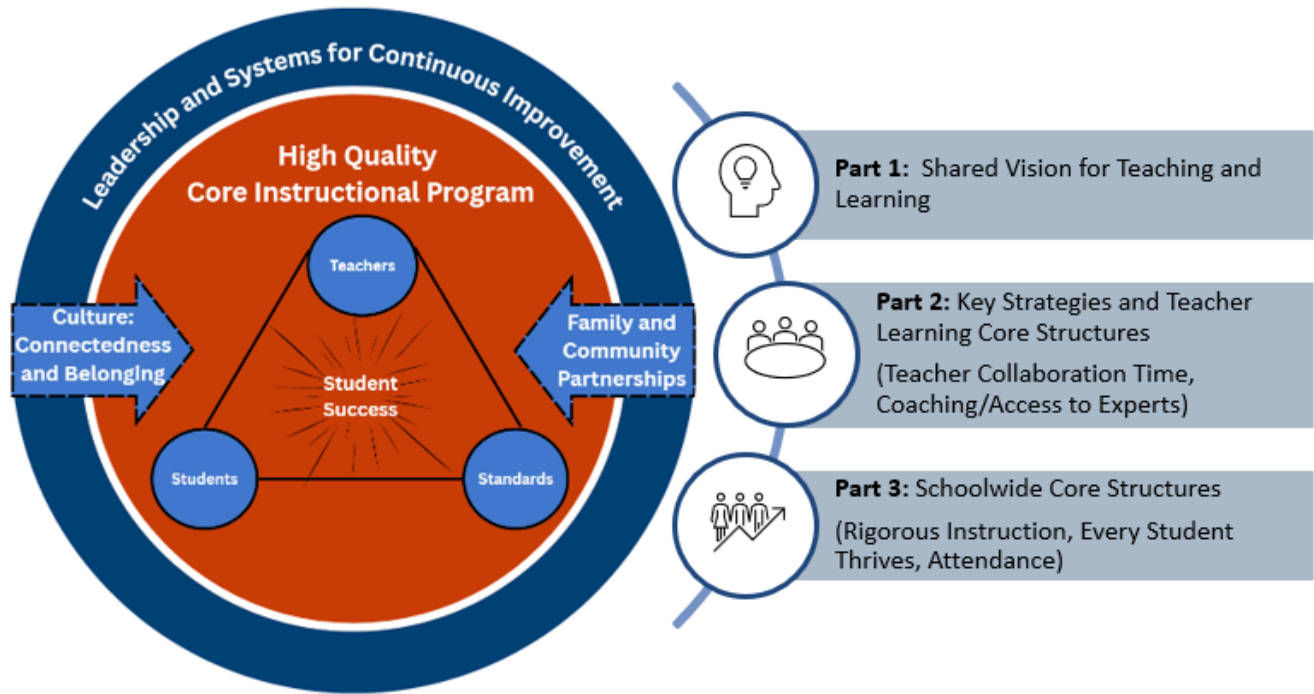
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And in partnership with the staff, students, and families of Liberty Middle School

Part 1: Shared Understand of High-Quality Teaching and Learning



Part I: Connecting Our Shared Understanding for Teaching and Learning

Purpose: Ground the plan to the District’s shared understanding of what high-quality Tier 1 instruction looks like.

High-Quality, Tier 1 Instruction: <i>What is the District’s definition for what we expect high-quality, equitable and adaptive Tier 1 instruction to look and feel like in every classroom?</i>	<u>Vision:</u> In Liberty Central School District, every student engages in rigorous, meaningful learning every day. Teachers design lessons anchored in grade-level standards, grounded in clear learning targets and essential questions that make the purpose of learning visible to students. Instruction maintains high cognitive demand: students are regularly asked to reason, make sense of problems, and explain their thinking, and teachers intentionally resist the urge to over-scaffold or do the thinking for them. Students explain their understanding through structured verbal and written responses, build on the ideas of their peers, and respond to questions designed to press for reasoning rather than recall. Teachers use ongoing formative checks to keep instruction responsive to student thinking in real time. For students with identified needs, instruction is designed so that access to grade-level content is never traded for reduced rigor: specialized supports are integrated in ways that preserve the cognitive demand of the task <u>Definition:</u> LCSD defines High-Quality Tier 1 instruction as a guaranteed and viable instructional framework that integrates Explicit Direct Instruction (EDI), Specially Designed Instruction (SDI), and inclusive practices that support all learners, including MLL and Special Education populations.
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Part 1: Shared Understand of High-Quality Teaching and Learning

Students demonstrate engagement through active participation, collaboration, discussion, and evidence of thinking (stations/centers, skill work, and real world problem solving).

The curriculum reflects vertically and horizontally aligned, coherent, curriculum expectations grounded in high-priority standards.

Instruction is guided by ongoing formative and summative assessment data and supported through MTSS structures and responsive instructional practices.

Liberty Central School District's Non-Negotiable Instructional Practices

What is a non-negotiable?

Non-negotiables are the things you will not negotiate or be flexible about. They follow your values and principles and define not only what you will and won't accept from others, but also what you will and won't accept from yourself. It is the unwavering expectation and collective commitments.

The faculty and staff of the Liberty Central School District are dedicated to offering our students enriching and engaging learning experiences. Our aim is to enhance teaching and learning, leading to improved student achievement for all learners from Pre-K to 12. To reach this objective we agree on the following non-negotiables:

Curriculum

High-quality curriculum has several important qualities. It needs to be engaging and challenging; authentic, accurate, and based on standards, scaffolded and developmentally appropriate; relevant to students' lives and connected to earlier learning. In addition, it should promote inquiry and higher-level thinking, and include the use of technology when appropriate (Strickland, 2007).

LCSD teachers will teach curriculum with fidelity and high expectations by:

- Designing lessons aligned to NYS Pre-K – 12 standards and LCSD curriculum maps
- Using **essential questions** to connect instruction to the standards
- Using **learning targets** to clearly define what students are expected to learn and achieve during a lesson
 -  Essential Vocabulary for Learning Targets and Assessme...
 - *Use clear learning targets, success criteria, and LMS Academic Vocabulary and Definitions across all content areas so students understand what they are expected to learn, how they will demonstrate learning, and why the learning matters.*
- Requiring **verbal and written student responses**
 - *Verbal responses observed during classroom observations*

Part 1: Shared Understand of High-Quality Teaching and Learning

- *Written responses should be observed by the teacher on student writing samples; responses to open ended questions on exams; etc.*
- **Using higher-order thinking questions** to gauge and deepen students' understanding.
 - *Learning activities (including assessments) that are at least at a Depth of Knowledge (DOK) Level 3*
 - *Strategies that require students to ask questions*

Instruction

Instruction is “the process of teaching, educating, and engaging students with content—the mechanism used to deliver” the curriculum” (Tomlinson & Imbeau, 2010, p. 22). In LCSD classrooms, instruction will align with essential knowledge, understanding, and skills. It will be designed with student differences in mind, including differences in learning, culture, language, and gender. All teaching and learning activities will reflect a shared understanding of what students should know, do, and understand and will be built around EDI and SDI.

- Each lesson will have
 - **An Engaging Opening**
 - **Direct Instruction**
 - **Student to Student Engagement**
 - **Guided Practice**
 - **Checks for Understanding and Formative Assessments**
 - **Independent Practice**
 - **Closure**
- Weekly lesson plans will consist of the elements listed on the district's lesson EDI Lesson Plan Template and follow the District Curriculum Maps
- Student choice and student voice will be a focus

Assessment

Tomlinson and Imbeau (2010) define assessment as “a data-gathering and analysis process that determines the degree to which students have achieved essential outcomes and informs decisions about and planning for instruction”. In the Liberty Central School District, three types of assessment are emphasized:

- **Diagnostic assessments (pre assessments) to determine individual students’ entry points into a unit of study in terms of their readiness, interest, and learning profiles.**
- **Formative assessments to measure students’ readiness, interest, and learning profiles.**
- **Summative assessments offer varied modes of expression and scaffolding (based on students’ needs in terms of language, time allocation, writing, etc.)**

	We will <u>monitor the progress of our students</u> by: • Developing <u>common formative assessments</u> that are explicitly aligned to standards • Regularly collecting and analyzing student work and providing teacher commentary • Identifying students who are not meeting standards, meeting standards, or exceeding standards • Adjusting instruction based on assessment results (differentiation) • Collaboratively analyzing student data. • <i>Appropriate scaffolds, supports, and enrichment opportunities to ensure all students have access to rigorous grade-level content. *</i> Across all content areas, LMS will strengthen the consistent use of learning targets, success criteria, and LMS Academic Vocabulary and Definitions to ensure students understand what they are expected to learn, how they will demonstrate their learning, and why the learning matters. Teachers will use learning targets and academic vocabulary to clarify lesson expectations, support student discourse, guide formative checks for understanding, and help students reflect on their progress. Through PLCs, walkthroughs, and instructional leadership team reviews, LMS will monitor the extent to which students can explain what they are learning, use academic vocabulary appropriately, and demonstrate progress toward grade-level standards. <i>This work is supported through comprehensive PLC structures, high-quality curriculum, a Multi-Tiered System of Supports (MTSS), and a commitment to continuous improvement to ensure success for every student.</i>
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Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategies/Instructional Priorities

Schools **collaborate with their district** to identify 1-2 Key Strategies/Instructional Priorities that will strengthen the instructional core and be the focus of teacher learning for the upcoming year.

Key Strategies/Instructional Priorities should be:

- **Instructional**, not programmatic.
- **Broad enough** to apply across grades/content but **focused enough** to drive teacher learning.
- Concepts that can be explored with the Structures for **Teacher Learning**
- Connect to **Tier 1/Universal instruction**
- Stable enough to allow for **deep learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.
- Grounded in the **instructional core**, not buzzwords, fads, or short-lived initiatives.

Examples are provided in the **SCEP Team Resource Guide** and available in the drop-down menu below.

KEY STRATEGY/INSTRUCTIONAL PRIORITY (What are we prioritizing to improve the Instructional Core?)

Key Strategy #1

Increase opportunities for students to explain their thinking, engage in academic discourse, and build on the ideas of their peers through meaningful collaboration.

The SCEP Team identified student engagement and rigorous learning experiences as a priority area through analysis of:

- NYS assessment data
- NWEA MAP Growth data
- Classroom walkthrough trends
- Stakeholder survey results
- Student focus group feedback

While students reported positive relationships with staff and generally favorable perceptions of their learning experiences, focus group participants consistently identified the following as factors that increase engagement and motivation:

- Collaborative learning opportunities
- Hands-on learning experiences
- Academic discussion and student discourse
- Role play and active participation
- Experiments and inquiry-based learning
- Meaningful interactions with peers and teachers
- Engaging learning strategies, including stations/centers, skill work, real-world problem solving, and performance-based learning.
- Consistent use of learning targets and LMS Academic Vocabulary and Definitions to support student discourse, clarity, and ownership across all content areas.

Students also expressed a desire for:

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

- More active learning opportunities
- Increased student participation and voice
- Additional hands-on and engaging learning experiences

Based on these findings, the SCEP Team determined that strengthening collaborative learning structures, student discourse, and engagement practices across classrooms will increase rigor, student ownership, and academic growth.

Goal 1: Academic Growth

📄 26-27 Printable School Wide WIGs

By June 2027, Liberty Middle School will increase the percentage of students meeting proficiency benchmarks in ELA and Mathematics by at least **5% from Fall 2026 to Spring 2027**, as measured by NWEA MAP Growth, by providing rigorous, standards-aligned instruction and ensuring consistent implementation of district-approved curriculum, assessment, and instructional practices.

Goal 2: Engagement, Discourse, and Instructional Practices

By June 2027, **85% of classroom walkthroughs** will demonstrate students actively engaged in collaborative learning, academic discourse, and meaningful learning experiences aligned to LMS instructional priorities.

Walkthrough evidence will reflect the consistent implementation of Explicit Direct Instruction (EDI), Specially Designed Instruction (SDI), learning targets, success criteria, LMS Academic Vocabulary and Definitions, and formative checks for understanding, as measured through quarterly walkthrough data and instructional leadership team reviews.

Key Strategy #2

Incorporate formative checks during instruction to understand student thinking in real time and adjust instruction responsively.

The SCEP Team identified the need to strengthen formative assessment practices and instructional responsiveness through analysis of:

- Student achievement and growth data
- Classroom observation and walkthrough evidence
- Teacher survey results
- Student focus group feedback

Students consistently identified the following instructional practices as most supportive of their learning:

- Teacher modeling and worked examples
- Mini-lessons and guided instruction
- Scaffolds and differentiated supports
- Opportunities to receive help without being given answers
- Multiple explanations and opportunities for clarification
- Instruction that breaks complex tasks into manageable steps

Students also identified the following as important components of successful learning experiences:

- Clear learning targets and expectations

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

- Learning targets, success criteria, and academic vocabulary that clarify what students are learning and how they can demonstrate understanding.
- Explicit explanations and directions
- Timely feedback and guidance
- Support that helps them understand what they are struggling with and how to improve

Based on these findings, the SCEP Team determined that strengthening formative assessment practices, common assessment processes, and PLC data analysis will support teachers in making timely instructional adjustments, providing targeted supports, and accelerating student learning for all students.

Goal 3: Formative Assessment & Responsive Instruction

By June 2027, **90% of teachers** will consistently implement formative checks for understanding and use assessment evidence through PLCs and MTSS processes to adjust instruction, provide interventions, and plan enrichment opportunities, as evidenced through quarterly walkthroughs, PLC artifacts, and CFA/CSA analysis.

Schools selecting “Other” should type the Key Strategy after the word “Other.”

Teacher Learning Core Structures

Schools will support teaching the Instructional Key Strategies/Instructional Priorities through coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.

The Teacher Learning Core Structures will be a primary driver of strengthening skills related to the 1-2 Key Strategies/Instructional Priorities identified above.

All schools are required to outline their structure for Teacher Collaborative Time. Schools in CSI-B will also be required to outline their structures to ensure teachers have opportunities to learn with experts. For other schools, this is optional. Guidance on effective practices for both can be found below.

Teacher Learning Core Structures

1. Teacher Collaborative Time (required for all schools in TSI, ATSI, CSI-A, and CSI-B)

Effective Teacher Collaborative Time should:

- Be structured, and ideally facilitated by instructional coaches or teachers with expertise in both ambitious teaching and supporting teachers’ learning
- Ideally occur during the school day
- Provide time for teams to make sense of the school-level key strategy and adapt the big ideas from professional development to the complex daily realities of their classrooms.
- Be connected to teachers’ daily practice with opportunities to understand both **how** a practice may look AND **why** that practice is effective, so that teachers can make adaptations while preserving the integrity of the practice.

2. Opportunities for Teachers to Learn with Experts (required for schools in CSI-B)

Most schools will address this through Instructional Coaching. Content-Focused Instructional Coaching can be a critical structure for Continuous Professional Learning when it allows opportunities for the following:

- Modeling lessons
- Co-teaching
- The Coaching Cycle
- Working with groups of teachers to engage deeper in content, analyze student work, analyze classroom videos, and conduct lesson studies

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Schools without instructional coaches will need to look for alternate ways to ensure that teachers have access to see experts in action and unpack their instructional delivery through activities such as those bulleted above.

Essential Question

How will teachers have consistent, structured opportunities to learn together and with experts that strengthen practice around the instructional priorities and improve classroom instruction?

What structures and routines will support this in 2026-27?		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Teacher Learning Core Structure	Teacher Collaborative Time REQUIRED FOR ALL SCHOOLS IN TSI, ATSI, CSI-A, and CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Weekly grade-level/content team PLC meetings Monthly PLC meetings Quarterly data review meetings MTSS Student Support weekly meetings Monthly Faculty meetings Superintendent Conference Days	
What does this entail?	PLCs & MTSS Student Support The district will establish master schedule guidelines to prioritize common planning time for PLCs. This structure ensures that PLC and MTSS Student Support meetings are scheduled, student-centered, data-informed, and focused on using evidence of student learning and student need to adjust instruction, provide timely support, and monitor progress. PLCs and MTSS Student Support meetings will follow a consistent protocol that includes: • LCSD Loose and Tight Elements of PLCs • LCSD Annual Work and Recurring Work of PLCs • LCSD SMART Goal Guidelines and Toolkit • LCSD CTT/PLC Meeting Agenda Template	
Teacher Learning Core Structure	Opportunities for Teachers to Learn with Experts (instructional coaches and/or colleagues) REQUIRED FOR SCHOOLS IN CSI-B	☐ NEW ☒ REFINE
When and how often will this structure take place?	Coaching, peer observation, consultant support, and facilitator-led learning will be directly connected to the two key strategies: academic discourse/collaboration and formative checks for responsive instruction. • Job embedded professional development • Monthly consultant support • Ongoing administrative coaching • Quarterly peer observations • Faculty meetings and conference day learning opportunities	

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	• Facilitator-led instructional learning sessions • Professional learning related to Leader in Me and student leadership development. • Training and coaching related to MTSS implementation.
What does this entail?	Teachers will: • Analyze academic, attendance, behavioral, and social-emotional data through the MTSS process. • Analyze LinkIt assessment data, common formative assessments, NWEA MAP Growth data, and student work to identify instructional strengths, needs, and next steps. • Review NWEA MAP Growth, classroom performance data, LinkIt reports, and common assessment results to identify students requiring enrichment, intervention, or additional support. • Collaboratively plan instructional responses and interventions. • Review student leadership opportunities and student ownership practices through Leader in Me. • Share successful instructional practices and student engagement strategies across grade levels and content areas. • Participate in walkthroughs • Observe model classrooms • Engage in peer observations and reflection • Analyze student work with instructional leaders • Participate in coaching cycles • Receive feedback on implementation of collaborative learning, student engagement, EDI, SDI, and formative assessment practices • Work with district consultants and administrators to strengthen instructional delivery • Engage in professional learning connected to <i>The Meaningful Middle School Classroom</i> to strengthen student engagement, discourse, collaboration, and ownership of learning. • Analyze implementation of engagement strategies through walkthroughs, student feedback, and PLC discussions.

Implementation

Schools will identify how they will implement their Key Strategies/Instructional Priorities through the Teacher Learning Core Structures.

Preparing for a Successful Launch

BEFORE THE 1st DAY OF SCHOOL IMPLEMENTATION What needs to happen before school starts to prepare our staff for understanding the Teacher Learning Core Structures and the Key Strategy to be pursued this year? What steps are involved?		When will this be in place?
Action		Timeline
Review field assessment findings with faculty		Summer 2026
Share SCEP instructional priorities and expectations		June 2026
Establish PLC and MTSS Student Support Meetings calendars		Summer 2026
Develop walkthrough look-fors aligned to instructional priorities		Summer 2026
Teacher Facilitators part of summer Leadership Week		Summer 2026
Building Administrators & MTSS and SEL Teacher Facilitators preparing Opening Day presentations for faculty		Summer 2026

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Key Strategy I

KEY STRATEGY 1

FIRST HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	
Action	Timeline
Building administration and teacher facilitators will train staff on CFA and CSA development processes	1st Semester
Building administration and teacher facilitators will train staff on LinkIt reports, CFA/CSA analysis protocols, and data-informed instructional decision-making.	1st Semester
Building administration and teacher facilitators will review MTSS procedures, intervention protocols, and data review expectations with staff.	1st Semester
Building administration, teacher facilitators, and/or an identified vendor expert will train staff on the use of NWEA MAP Growth, LinkIt, and student data protocols for instructional planning and intervention decisions.	1st Semester
Building administration and teacher facilitators will provide post benchmark protocol and progress monitoring.	1st Semester
Professional learning on collaborative engagement structures will be provided.	1st Semester
Continue collaborative professional learning through the book study <i>The Meaningful Middle School Classroom: How to Spark Engagement That Fosters Deep Learning</i> .	1st Semester
Building administration will conduct walkthroughs focused on student discourse and engagement	1st Semester
Teacher PLC teams will authentically review engagement strategies that promote discourse, collaboration, student ownership, and authentic learning experiences.	1st Semester
Teacher facilitators will conduct PLC review of engagement evidence	1st Semester
Student focus groups will discuss engagement and ownership (MRA Survey)	1st Semester
Building administration/teacher facilitator/instructional leaders will conduct peer observations highlighting collaborative learning to learn from one another	1st Semester
SECOND HALF OF THE YEAR IMPLEMENTATION	
What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?	
Action	Timeline
	When will this be in place?

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Building administration and teacher facilitators will train staff on CFA and CSA development process	Ongoing
Building administration and teacher facilitators will train staff on LinkIt reports, CFA/CSA analysis protocols, and data-informed instructional decision-making.	Ongoing
Building administration and teacher facilitators will review MTSS procedures, intervention protocols, and data review expectations with staff.	Ongoing
Building administration, teacher facilitators, and/or an identified vendor expert will train staff on the use of NWEA MAP Growth, LinkIt, and student data protocols for instructional planning and intervention decisions.	Ongoing
Teacher facilitators and their PLCs will provide Building administration and teacher facilitators will provide post benchmark protocol and progress monitoring to learn from the data and adjust instruction.	Ongoing
Professional learning on collaborative engagement structures	Ongoing
Continue collaborative professional learning through the book study <i>The Meaningful Middle School Classroom: How to Spark Engagement That Fosters Deep Learning</i> .	Ongoing
Building administration will conduct walkthroughs using the district walkthrough form focused on student discourse and engagement and share the results with staff to review at PLCs	Ongoing
Teacher leaders will facilitate implementing engagement strategies that promote discourse, collaboration, student ownership, and authentic learning experiences.	Ongoing
Teacher facilitators will conduct PLC review of engagement evidence	Ongoing
Student focus groups will discuss engagement and ownership (MRA Survey)	Ongoing
Building administration/teacher facilitator/instructional leaders will conduct peer observations highlighting collaborative learning	Ongoing
Building administration and teacher facilitators will refine collaborative learning practices using walkthrough data	2nd Semester
Building administration and teacher facilitators will utilize walkthrough data, student focus groups, and PLC discussions to evaluate implementation of engagement practices highlighted in the book study.	2nd Semester
Building administration and teacher facilitators will analyze student growth and engagement indicators	2nd Semester
Building administration/teacher facilitators/instructional leaders will share examples of high-impact engagement strategies during PLCs and faculty meetings.	Ongoing
Building administration and teacher facilitators will assist teachers to expand student-led learning opportunities	2nd Semester
Building administration/teacher facilitator/instructional leaders will showcase effective practices during faculty meetings	Ongoing

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

Teacher facilitators will facilitate post benchmark protocol and progress monitoring	2nd Semester
Building administration will conduct student focus groups regarding engagement and ownership (MRA Survey)	2nd Semester

Key Strategy 2

KEY STRATEGY 2	
	Key Strategy #2 Incorporate formative checks for understanding during instruction to understand student thinking in real time and adjust instruction responsively. The focus groups strongly support this as well. Students consistently identified the most effective teacher supports as: • Modeling examples • Mini-lessons • Breaking down directions • Providing multiple explanations • Guiding students toward answers rather than giving answers • Helping students locate resources independently Several students specifically stated: • "More broken down explanations would help." • Teachers helping them understand what they are struggling with. • Learning targets help them understand what they are doing and why. • Develop shared expectations for quick formative checks during instruction. • Use PLCs to analyze formative check evidence and identify student misconceptions. • Plan responsive instructional moves, including reteaching, regrouping, enrichment, and just-in-time scaffolds. • Review LinkIt, CFA/CSA, NWEA MAP, and student work to evaluate instructional adjustments.

FIRST HALF OF THE YEAR IMPLEMENTATION

What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?		When will this be in place?
Action		Timeline
Develop/administer/analyze CFAs		1st Semester
Complete and analyze walkthrough/observation data		1st Semester

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

MTSS Student Support Team Meetings	1st Semester
PLC analysis of student work/assessment data/sharing best practices	1st Semester
Training on data-informed instructional responses	1st Semester
Progress monitoring through LinkIt and Intervention Manager-Utilize LinkIt reports and assessment data to monitor student performance and inform instructional planning.	1st Semester

SECOND HALF OF THE YEAR IMPLEMENTATION

What is our plan for leveraging our Teacher Collaborative Time (and Opportunities for Teachers to Learn with Experts, if applicable) to support this Key Strategy? What steps are involved?

When will this be in place?

Action	Timeline
Administer/analyze CFAs	2nd Semester
Complete and analyze walkthrough/observation data	2nd Semester
MTSS Student Support Team Meetings	2nd Semester
PLC analysis of student work and assessment data/sharing best practices	2nd Semester
Training on data-informed instructional responses	2nd Semester
Progress monitoring through LinkIt and Intervention Manager-Utilize LinkIt reports and assessment data to monitor student performance and inform instructional planning.	2nd Semester
Refine intervention and enrichment plans	2nd Semester
Review CFA and CSA results through LinkIt to identify trends, strengths, and areas for reteaching and enrichment.	2nd Semester
Review NWEA Winter and Spring growth data using benchmark protocol	2nd Semester
Evaluate effectiveness of instructional adjustments via walkthroughs	2nd Semester

Progress Monitoring

Directions: Describe the evidence you will need to collect **in the first quarter of the year** to understand the impact of the Core Structures and Key Strategy.

Use the remaining cells to identify evidence **as the year progresses**.

Key Strategy I

What evidence will we need to collect and monitor to understand **if change is taking hold**?

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	- Evidence of Increased student participation during classroom walkthroughs - Evidence of Increased collaborative		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	discussion observed during walkthroughs • Baseline and first-quarter NWEA MAP, CFA/CSA, and LinkIt data will be reviewed to identify early trends in student growth and instructional needs. • Evidence of growth and achievement on CFA and CSA data • Walkthrough data shows consistent use of learning targets, success criteria, and LMS Academic Vocabulary and Definitions across all content areas.		
Evidence of Teacher Practice Changing	• Evidence of walkthrough data shows increased use of collaborative structures • Evidence of walkthrough data shows teachers unpack and consistently reference learning target throughout lesson • Evidence of walkthrough data shows increased use of checks for understanding • Evidence of PLC agenda being utilized with fidelity • Students use learning targets, success criteria, and academic vocabulary to self-assess their understanding and identify next steps.		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	- Actively engaged in rigorous learning - Able to explain learning targets and success criteria - Participating in meaningful academic discourse	
Teachers will be...	- Consistently implementing collaborative learning structures - Using EDI and SDI practices to support all learners - Creating highly engaging learning experiences aligned with curriculum	

REMOVE THE SECOND KEY STRATEGY IF THE SCHOOL ONLY HAS IDENTIFIED ONE.

Key Strategy 2

What evidence will we need to collect and monitor to understand **if change is taking hold?**

	Early Progress Indicators (set in advance)	Mid-Year Indicators (complete after quarter 1)	End-of-Year Indicators (complete midyear)
Evidence of Student Learning Improving	- CFA/CSA, NWEA MAP, LinkIt reports, and formative data reviews will be collected and reviewed to determine whether students are demonstrating improved understanding. - Students use learning targets, success criteria, and academic vocabulary to self-assess their understanding and identify next steps. WIGs		
Evidence of Teacher Practice Changing	Evidence of PLC documentation reflects data analysis		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	• Evidence of walkthrough data shows increased use of checks for understanding • Evidence of consistent implementation of CFA and CSA cycles • Teachers use learning targets, success criteria, academic vocabulary, and formative checks to determine student understanding and adjust instruction responsively.		
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What is our end-of-the-year vision for this Key Strategy?

	End-of-the-Year Vision (set in advance)	Mid-Year Reassessment (update mid-year)
Students will be...	• Demonstrating measurable academic growth • Monitoring and reflecting on their own progress • Meeting or exceeding growth expectations	
Teachers will be...	• Developing instructional responses based on student need • Regularly using formative assessment evidence • Making instructional decisions based on data • Collaborating effectively through PLC structures	

Survey Monitoring

Directions: Identify 1 or 2 teacher survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	"The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently"				X		

Part 2: Key Strategies/Instructional Priorities and Structures for Teacher Learning

	through planning meetings, feedback, and leadership communication."						
26-27 Needs Assessment							

	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	"The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information."				X		
26-27 Needs Assessment							

Part 3: Schoolwide Core Structures

Instructional Leadership Team – Rigorous, Standards-Aligned Instruction

These structures describe the routines a building-level team uses to ensure that all students receive rigorous, standards-aligned instruction. The structures include routines the Instructional Leadership Team has to monitor curriculum use, instructional practice, student learning, and equitable access, and to refine supports so the school functions as a coherent and effective instructional system. Examples of potential structures are provided below.

Instructional Leadership Team Core Structures

- **A schoolwide framework for high-quality instruction** that the leadership team regularly reviews, refines, and reinforces through shared look-fors and coordinated messaging.
- **A curriculum monitoring routine** where the leadership team examines pacing, task quality, and curriculum use across classrooms to identify variation and inconsistency.
- **A system for reviewing patterns in teacher-team work**, including analysis of student work, task selection, and upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence.
- **A routine for monitoring equitable access to rigorous learning** through analysis of course placement, teacher assignment, student grouping, and the quality of tasks used across settings.
- **A schoolwide inquiry cycle** where the leadership team studies evidence of implementation, identifies trends across classrooms, and makes decisions about supports, PD, and resource allocation.
- **A coherence-monitoring routine** that identifies and removes low-value initiatives, reduces conflicting demands, and keeps staff focused on essential instructional priorities.
- **A coordinated feedback and responsiveness system** (student voice, teacher feedback, and observational evidence) used to refine instructional supports and improve alignment across the school.

Planning Implications: Schools define how they will ensure consistent, rigorous instruction across classrooms by clarifying expectations, monitoring curriculum use, and supporting teacher teams to refine lessons and tasks based on evidence of student thinking.

Essential Question

How will the school ensure that all students consistently experience rigorous, standards-aligned instruction that challenges them to think deeply and supports their academic growth?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?
Instructional Leadership Team Core Structure 1	Schoolwide Instructional Monitoring Cycle	☐ NEW ☒ REFINE
When and how often will this structure take place?	The district will design an approved walkthrough protocol emphasizing Explicit Direct Instruction (EDI) and Specially Designed Instruction (SDI). • Weekly walkthroughs • Weekly/Monthly instructional leadership meetings • Quarterly data reviews	

Part 3: Schoolwide Core Structures

What does this entail?	• Monitor implementation of EDI and SDI via walkthroughs • Monitor student engagement and discourse • Monitor the consistent use of learning targets, success criteria, and LMS Academic Vocabulary and Definitions across all content areas through walkthroughs, lesson plan review, PLC documentation, and student feedback • Review whether students can explain what they are learning, why it matters, and how they know they are successful • Review curriculum implementation • Analyze assessment data • Identify instructional trends and needs • Adjust professional learning supports • Monitor implementation of engagement strategies and instructional practices highlighted through the book study <i>The Meaningful Middle School Classroom</i>. • Utilize walkthroughs, student voice, and PLC evidence to evaluate impact on engagement and learning. • Analyze walkthrough evidence by grade level, content area, and student group to identify variation in rigor, student discourse, formative checks, and access to grade-level learning. • Monitor the consistent use of learning targets, success criteria, and LMS Academic Vocabulary and Definitions across all content areas through walkthroughs, lesson plan review, PLC documentation, and student feedback. • Review whether students can explain what they are learning, why it matters, and how they know they are successful.
Instructional Leadership Team Core Structure 2 (if applicable)	PLC and Assessment Review Process ☐ NEW ☒ REFINE
When and how often will this structure take place?	• Monthly PLC reviews • Quarterly assessment reviews • Post Benchmark Protocol
What does this entail?	The building instructional leadership team (BILT) will serve as the steward of the teacher learning and instructional system, using data (PLC minutes, NWEA results, walkthroughs, NYS 3-8 data, etc) monthly/quarterly to assess progress specific to the Key Strategies. Each BILT will focus on a data set and conduct an analysis using the Liberty School District Data Protocol Discussion Template

Evaluating the Key Strategies/Instructional Priorities Identified

What specifically will the Building Level Team be doing to evaluate the first Key Strategy identified?	The Building Leadership will: • Review walkthrough data monthly • Conduct student focus groups when we administer the Fall and Spring MRA survey • Monitor engagement indicators via walkthroughs • Analyze observation trends
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Part 3: Schoolwide Core Structures

	Review NWEA growth data
What specifically will the Building Level Team be doing to evaluate the second Key Strategy identified? (if applicable)	The Building Leadership will: - Review PLC documentation - Monitor CFA and CSA implementation - Analyze student growth data - Review LinkIt and Intervention Manager data - Evaluate instructional adjustments made from assessment findings

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☒ Teacher ☐ Student ☐ Family	"Members of my team have a shared understanding of what high-quality instruction looks like in practice."				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	"I am asked to think hard, explain my ideas, and learn from mistakes."				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Every Student Thrives Core Structures

These structures describe the routines a building-level team uses to ensure that student supports are coherent, equitable, and aligned across the school. They include routines for monitoring student experience, coordinating interventions, and addressing patterns in belonging, access, and achievement so that every student thrives. Examples of potential structures are provided below.

Every Student Thrives Core Structures

- A systematic approach to ensuring every student is known well by at least one adult**, with routines that track relationships, monitor connection points, and ensure no student is overlooked.
- A coordinated student support identification process** with clear entry points for noticing concerns, assigning responsibility, and organizing interventions so no student "slips through the cracks."
- A routine for monitoring whether students receiving additional support continue to engage with grade-level content**, ensuring intervention does not replace rigor.

Part 3: Schoolwide Core Structures

- **A schoolwide system for checking consistency of expectations, routines, and supports across classrooms and grade levels**, identifying where students encounter conflicting messages or uneven experiences.
- **A pattern-analysis routine** where the team examines data on participation, belonging, discipline, attendance, and achievement to identify inequities and address disparities across groups of students.
- **A structure for monitoring experiences of students who may feel marginalized or different from their peers**, ensuring the school proactively identifies and responds to signs of alienation or exclusion.
- **A feedback and responsiveness routine** where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve supports, and increase belonging.

Essential Question

How will the school ensure that every student experiences consistent expectations, meaningful relationships, timely supports, and access to rigorous grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>	HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Every Student Thrives Core Structure 1 MTSS Student Support and Belonging Process The district will mandate and fund WINN (What I Need Now) periods within the master schedule at the middle school, ensuring dedicated time exists within the school day for Tier 2 behavioral and academic interventions without removing students from core instruction. LMS utilizes a fluid and responsive Multi-Tiered System of Supports (MTSS) in which student needs, interventions, and groupings are regularly reviewed and adjusted based on academic, behavioral, attendance, and social-emotional data. Utilize Navigate360, counseling services, DESSA-informed interventions, restorative practices, and reentry meetings to address student social-emotional, behavioral, and attendance needs. The SCEP Team reviewed family, staff, and student survey results, student focus group feedback, attendance data, behavioral data, and academic performance indicators to better understand student needs and experiences. Students consistently identified positive relationships with adults as an important factor in feeling supported and successful in school. Students described caring adults as individuals who: ● Check in on them regularly. ● Ask how they are doing. ● Provide encouragement and reassurance. ● Help them navigate challenges. ● Follow up when concerns arise. To ensure every student feels known, valued, and supported, LMS will continue to strengthen and coordinate: ● MTSS systems and Student Support Team processes. ● DESSA screening and data analysis. ● Counseling services and DESSA-informed small groups. ● Academic, behavioral, attendance, and social-emotional interventions.	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

	• Liberty Partnership Program (LPP) supports. • After-school tutoring opportunities. • Push-in and stand alone ENL services and multilingual learner supports. • Restorative practices and relationship-based supports. • Conduct reentry meetings following suspensions to review expectations, rebuild relationships, identify needed supports, and help students successfully transition back into the school community. • Operation Success and attendance interventions. • Utilize NWEA MAP Growth data, classroom performance data, LinkIt reports, and progress monitoring data to identify student needs. • Regularly review and adjust student groupings and interventions based on academic, behavioral, attendance, and social-emotional data. • Ensure students receive appropriate Tier 1, Tier 2, and Tier 3 supports through a fluid and responsive MTSS process. These systems help identify and address students' academic, social-emotional, behavioral, and attendance needs while ensuring students receive timely and appropriate supports.	
When and how often will this structure take place?	• Weekly MTSS Student Support Team meetings • Monthly MTSS Leadership Team meetings • Quarterly DESSA reviews • Ongoing counseling and student support referrals • Quarterly DESSA review and social-emotional screening analysis. • Review of behavioral, attendance, and academic indicators through MTSS. • Review LinkIt, NWEA MAP Growth, DESSA, attendance, and behavioral data to identify students requiring additional support. • Review changes in student participation across Tier 1, Tier 2, and Tier 3 supports. • Monitor the effectiveness of interventions through NWEA MAP Growth, classroom performance data, attendance data, DESSA data, and student support team reviews. • Monitoring of student leadership and school connectedness opportunities.	
What does this entail?	• Utilizing the district-provided LinkIt Intervention Manager to unify data tracking across the building, streamlining MTSS identification to ensure early behavioral and academic interventions. • Integrating the Leader in Me framework during class time as well as Flex and WINN blocks to build school climate, foster student agency, and proactively combat absenteeism. • Maximizing the master schedule's Flex/WINN Periods to build long-term connections. ○ Students will remain in consistent small groups with consistent staff members across grades 5–8, allowing staff to deliver targeted Tier 2 supports without removing students from core, Tier 1 instruction.	
Every Student Thrives Core Structure 2 (if applicable)	Student Voice, Leadership, and Connectedness Process The SCEP Team reviewed family, staff, and student survey results along with student focus group feedback to better understand factors that contribute to student belonging, engagement, and school connectedness. Students identified positive relationships with adults, participation in extracurricular activities, engaging instructional experiences, leadership opportunities, and peer connections as important factors influencing their sense of belonging and motivation to attend school.	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

	LMS promotes student leadership, belonging, and school connectedness through the implementation of Leader in Me, Sweethearts & Heroes, student leadership opportunities, leadership portfolios, SMART goal setting, WIG development, Cross Cultural Celebrations, Read Bowl, Evergreen Academy Girls Groups, extracurricular activities, and service-learning experiences. LMS strengthens student voice, leadership, belonging, and connectedness through intentional schoolwide recognition and relationship-building structures. These include monthly Leadership Celebrations, Leader of the Month recognition, Good News Notes, quarterly Honor Roll celebrations, and an end-of-year Leader of the Month dinner with students and families. Students are recognized for demonstrating the 7 Habits and leadership behaviors aligned to the Leader in Me framework. These celebrations reinforce positive school culture, student ownership, academic effort, character development, and family engagement. LMS also utilizes Flex Periods to implement SEL curriculum and strengthen student-adult relationships. During Flex Periods, students are assigned to consistent small groups led by two staff members. These groups remain consistent across grades 5–8, allowing staff to build authentic, long-term relationships with students and provide ongoing support for belonging, leadership development, goal setting, and social-emotional growth.	
When and how often will this structure take place?	• Bi annually student focus groups in conjunction with MRA Survey • Review LinkIt data, intervention progress monitoring, attendance data, DESSA results, and student survey feedback to evaluate the effectiveness of supports. • Student leadership opportunities throughout the year • Student-led conferences • Ongoing survey collection and analysis	
What does this entail?	• Gather student feedback regarding learning and belonging • Monitor student perceptions of school climate • Expand leadership opportunities • Use student voice to improve school systems • Strengthen school connectedness and engagement • Student Lighthouse Team participation and leadership development. • Student-led conferences. • Leader of the Month recognition program. • Student transition supports including 4th Grade Tours and peer mentoring opportunities. • Student service-learning and community engagement projects. • Student focus groups used to gather feedback on school climate, engagement, and belonging. Students Will Be: • Participating in leadership opportunities within classrooms and throughout the school community. • Demonstrating the Leader in Me habits through service, collaboration, and goal setting. • Reporting a strong sense of belonging and connection to school. • Participating in leadership, service-learning, artistic, athletic, and extracurricular opportunities that strengthen school connectedness and belonging.	

Part 3: Schoolwide Core Structures

	● Demonstrating leadership, collaboration, responsibility, and perseverance through participation in clubs, organizations, and school activities. ● Building positive relationships with peers and adults through meaningful involvement in the school community. ● Setting, monitoring, and reflecting upon personal SMART goals and leadership goals. ● Demonstrating the habits and leadership principles taught through the Leader in Me framework. ● Participating in leadership, service-learning, cultural, and extracurricular opportunities that foster belonging and engagement. ● Participating in Flex Periods that support SEL, leadership development, goal setting, and relationship building. ● Building long-term connections with consistent staff members and peer groups across grades 5–8. ● Being recognized through monthly Leadership Celebrations, Leader of the Month, Good News Notes, quarterly Honor Roll celebrations, and end-of-year recognition events. ● Demonstrating the 7 Habits through leadership, character, responsibility, respect, and positive contributions to the school community. Teachers Will Be: ● Creating opportunities for student voice, leadership, and ownership. ● Utilizing restorative and relationship-centered practices to support student success. ● Review DESSA screening results and student growth across SEL competencies. ● Monitor participation and outcomes of counseling and small group interventions. ● Analyze student survey, focus group, attendance, behavioral, and academic data to evaluate effectiveness of supports.
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Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year’s Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year’s survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don’t Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	"There is at least one adult at school who really knows me and cares about how I'm doing."					X	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Part 3: Schoolwide Core Structures

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	"There is at least one adult at school who knows my child well and looks out for them."					X	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Attendance Core Structures

These structures describe the routines a building-level team uses to ensure that attendance is monitored proactively, addressed early, and supported through coordinated schoolwide practices. They include routines for identifying emerging patterns, partnering with families, and aligning interventions so that students are present, engaged, and ready to learn. Examples of potential structures are provided below.

Attendance Core Structures

- **A routine for monitoring attendance daily and weekly**, with clear thresholds that trigger early outreach, problem-solving, and follow-up.
- **A coordinated process for understanding the reasons behind absences**, including routines for listening to students and families, identifying barriers, and tailoring responses based on need.
- **A tiered support structure** that ensures students with emerging attendance challenges receive timely, targeted interventions without stigma.
- **A system for analyzing attendance patterns across student groups**, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices.
- **A routine for monitoring whether attendance interventions are improving student participation** and ensuring supports remain connected to academic expectations and belonging.
- **Structures for keeping families informed about attendance**, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.
- **A feedback loop** in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.

Essential Question

How will the school ensure that every student is present, supported, and connected so they can fully participate in rigorous, grade-level learning?

What structures and routines will support this in 2026-27? <i>Schools should outline 1-2 of the highest leverage structures, focusing on Tier 1 (universal) structures and routines.</i>		HOW DOES THIS COMPARE TO EXISTING EFFORTS?
Attendance Core Structure 1	Attendance Monitoring and Early Intervention Process	
	The district will fully fund, maintain, and provide technical training for the LinkIt data dashboard, DESSA screeners, and ParentSquare platforms.	
	LMS recognizes that leadership opportunities, positive school culture initiatives, cultural celebrations, extracurricular involvement, and relationship-based programs such as Leader in Me, Sweethearts & Heroes, Evergreen Academy Girls Groups, and student leadership activities strengthen student connectedness and support improved attendance outcomes.	
	The SCEP Team reviewed attendance data, stakeholder surveys, and student focus group feedback to identify factors that support and hinder student attendance.	
	Students identified the following factors as contributing to regular attendance:	
	• Positive relationships with teachers and caring adults. • Strong connections with peers. • Participation in extracurricular activities, leadership opportunities, clubs, and athletics. • Engaging and meaningful classroom experiences.	☐ NEW ☒ REFINE

Part 3: Schoolwide Core Structures

	• A strong sense of belonging and school connectedness. Students identified the following barriers to attendance: • Academic stress and challenging coursework. • Health concerns. • Transportation issues. • Family obligations. • Social-emotional and peer-related challenges. To support student attendance and engagement, LMS will continue to: • Monitor attendance data and identify students in need of early intervention. • Implement attendance interventions through MTSS, Operation Success, and restorative practices. • Conduct family outreach, including phone calls, ParentSquare communication, parent meetings, and home visits when appropriate. • Provide counseling services, DESSA-informed small groups, and social-emotional supports as well as SEL WIGS. • Partner with families through ongoing communication and outreach. • Utilize Liberty Partnership Program (LPP) services, after-school tutoring, ENL supports, and other academic interventions. • Promote participation in extracurricular activities, leadership opportunities, clubs, performing arts, agricultural education, and modified athletics. • Strengthen student connectedness, belonging, and engagement as key components of attendance improvement efforts. • Students identified through attendance monitoring may be referred to MTSS, Student Support Teams, counseling services, Operation Success, LPP, tutoring, or other interventions based on individual needs. • Support students returning from suspension, extended absence, or school avoidance through reentry meetings, counseling supports, academic planning, and family communication. LMS recognizes that attendance is closely connected to student engagement, relationships, and meaningful participation in school. By addressing barriers early and connecting students to supportive adults, interventions, and extracurricular opportunities, the school will work to improve attendance outcomes and student success.	
When and how often will this structure take place?	• Daily attendance review • Weekly attendance monitoring meetings • Monthly attendance team meetings	
What does this entail?	• Review daily attendance reports • Identify students approaching attendance thresholds • Conduct family outreach • Monitor chronic absenteeism • Coordinate supports through MTSS and counseling • Implement attendance improvement plans	

Part 3: Schoolwide Core Structures

	● Collaborate with counselors, Liberty Partnership Program staff, and MTSS teams to address attendance barriers. ● Connect students with academic and social-emotional supports when attendance concerns are identified. ● Utilize Navigate360 supports, counseling interventions, and reentry meetings to address barriers that may impact student engagement and attendance. ● Connect students returning from suspension or extended absences to appropriate academic, behavioral, and social-emotional supports.
Attendance Core Structure 2 (if applicable)	Attendance Barrier Identification and Family Partnership Process Student focus groups revealed that the following factors increase students' motivation to attend school: ● Participation in extracurricular activities and athletics. ● Leadership opportunities and student involvement. ● Positive relationships with teachers and caring adults. ● Strong peer connections and friendships. ● Engaging and meaningful classroom experiences. ● A sense of belonging and school connectedness. Students also identified the following barriers to attendance: ● Academic stress and challenging coursework. ● Health concerns. ● Transportation challenges. ● Family obligations. ● Social-emotional and peer-related concerns. To address attendance barriers and strengthen family partnerships, LMS will: ● Utilize attendance monitoring systems to identify concerns early. ● Engage families through ongoing communication and outreach. ● Collaborate with students, families, counselors, teachers, and support staff to identify barriers and develop solutions. ● Utilize parent meetings, home visits when appropriate, and community-based supports to better understand and address barriers to attendance. ● Connect students to MTSS supports, counseling services, DESSA-informed interventions, and community resources as needed. ● Promote student engagement through leadership opportunities, extracurricular activities, clubs, and school-sponsored events. ● Strengthen school connectedness and belonging as protective factors that support regular attendance. ● Strengthen attendance and school connectedness through Flex Periods, consistent student-adult relationships, leadership recognition, Honor Roll celebrations, Good News Notes, Leader of the Month recognition, and family-inclusive celebration events.

☐ NEW
☒ REFINE

Part 3: Schoolwide Core Structures

	Through early identification, family partnership, and targeted intervention, LMS will work to reduce attendance barriers and improve attendance outcomes for all students.	
When and how often will this structure take place?	- Monthly attendance team reviews - Quarterly attendance trend analysis - ParentSquare communication and outreach. - Posts- 1 time per month - Direct Messages- As needed - Collaboration with counselors, MTSS teams, and administration. - Review of extracurricular participation and school connectedness indicators. - Identification of attendance barriers through student and family voice.	
What does this entail?	- Identify attendance barriers - Review student and family feedback - Coordinate community resources - Strengthen home-school communication - Monitor attendance interventions - Adjust supports based on student need - MTSS - Leader in Me - Student Lighthouse Team - Student-led conferences - DESSA review process - Attendance Team - PLC process - Walkthrough process - Partner with families through reentry meetings and collaborative problem-solving conversations to identify barriers and develop support plans. - Utilize restorative practices and Navigate360 resources to strengthen student connectedness and successful school participation.	

Attendance Monitoring

Directions: In the table below input the data you have from this current school year. Leave the table for next school year blank so that it can be updated **as the year progresses**.

Average Monthly Daily Attendance

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
2025-26	93.65%	92.73%	91.48%	91.14%	90%	91.15%	91.86%	92.60%	91.78%
2026-27									

Were there any atypical circumstances (e.g. significant winter storm, bus driver strike, etc.) during the 2025-26 school year that impacted attendance for multiple days that the SCEP team will want to remember when comparing 2026-27 data to 2025-26 data? **N/A** If yes, identify the circumstance and the month it occurred below:

Survey Monitoring

Directions: Identify 1 or 2 survey questions from this year's Needs Assessment that will give you a good understanding of how the activities outlined above have impacted teacher, student, or family perceptions. Input this year's survey data (*SD=Strongly Disagree, D= Disagree, N=Neutral, A=Agree, SA=Strongly Agree, IDK=I Don't Know*). The team will revisit this during the 2026-27 Needs Assessment.

	Survey	Survey Question 1	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☒ Student ☐ Family	"Feeling connected to my teachers, classmates, or activities makes me want to come to school."					X	
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

	Survey	Survey Question 2	SD	D	N	A	SA	IDK
25-26 Needs Assessment	☐ Teacher ☐ Student ☒ Family	"Overall, the school's approach to attendance supports students' belonging and success."				X		
26-27 Needs Assessment	☐ Teacher ☐ Student ☐ Family							

Our Team's Process

Our Team's Process

Background

All schools are expected to follow the guidelines outlined in the document "[Assembling Your Improvement Planning Team.](#)" The "Our Team's Process" section outlines how we worked together to develop our plan.

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the remaining columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams	Meeting 1: Systems and Structures Self-Assessment	Meeting 2: Teacher Survey Review	Meeting 3: Variations in Data	Meeting 4: Student Interviews	Meeting 4A: Family Focus Groups (optional)	Meeting 5: Plan Writing	Meeting 6: Plan Finalization
Dr. Derek Adams	LCSD Asst. Superintendent		5/4	5/21	5/27	6/5	6/9	5/26, 6/1, 6/8, 6/15, 6/10	6/22, 6/26, 6/26, 6/29
Heather Cheh	LMS Principal		5/4	5/21	5/27	6/5	6/9	5/22, 5/25, 5/26, 6/1, 6/8, 6/15, 6/10	6/22, 6/26, 6/26, 6/29
Ben Abrams	Grade 7/8 Social Studies Teacher & 7/8 SPED Facilitator		5/4	5/21	5/27	6/5	6/9	6/10	6/22
Samantha Abplanalp	Grade 6 Teacher		5/4	5/21	5/27	6/5	6/9	6/10	6/22
Danielle Cummins	Special Ed Teacher & 5/6 SPED Facilitator		5/4	5/21	5/27	6/5	6/9	6/10	6/22
Melissa Murphy	Grade 6 ELA/SS Teacher & ELA Facilitator		5/4	5/21	5/27	6/5	6/9	6/10	6/22
Aeowyn Brust	LES ENL Teacher		5/4	5/21	5/27	6/5	6/9	6/10	6/22

Next Steps

Sharing the Plan

By Early June: After the team has completed at least one substantive draft section of the plan (preferably the Teacher Learning Core Structures or the Schoolwide Structures), the principal should share the plan with the school's SCEP liaison, who will review the initial section and conduct SCEP Development Check-In 3.

Before the Last Day of School (2025-26): Following SCEP Development Check-In 3, the team should incorporate any feedback and proceed to complete the remainder of the plan as part of SCEP Team Meeting 6. The full plan should be sent to the liaison, who will review it and set up SCEP Development Check-In 4 to confirm the plan meets [NYSED's Minimum Expectations](#).

No Later Than the First Day of School (2026-27): By regulation, the plan must be implemented no later than the first day of school. The district (Superintendent or designee) and local Board of Education will need to have approved the plan and the plan must be posted on the district website.

Implementing the Plan (All Schools)

1. The plan should be monitored closely. Adjustments to the plan are expected based on what the school and district are learning through implementation.
2. The SCEP team will need to reconvene during the year to discuss implementation and review progress in relation to the Early Progress Indicators and Mid-Year Indicators identified.
3. The principal should plan to meet with their assigned liaison following the end of the first quarter to discuss implementation and the Early Progress Indicators and again following the end of the second quarter to discuss implementation and the Mid-Year Indicators.
4. The portions of the plan shaded gray should be filled in based on 2026-27 data throughout the year.